



Big Park Community School
Sedona-Oak Creek Joint Unified District
25 W. Saddlehorn Court, Sedona, AZ 86351

ARIZONA
School Report Card
2001-02

Superintendent: Dr. Nancy Alexander
Schedule: 8:30 AM to 3:00 PM
Web Address: www.sedona.k12.az.us
E-mail: riveras@sedona.k12.az.us

Grades: K-8
2001 Enrollment: 423
Phone: (928) 204-6500
Fax: (928) 284-9796

▼ School Overview ▼

Mission

Our mission is to provide a high quality, individually challenging curriculum; to create and sustain for staff and students an environment which fosters high academic expectations and mutual respect; to involve parents, staff and community members in open communication with, and support for, the students; to attract and support a well-trained, dedicated staff.

Organization and Philosophy

- w Self-contained Classrooms
- w Traditional
- w Looping

School/Academic Goals

- w Develop and implement curriculum which identifies learner outcomes. Assist teachers with implementation of the Arizona Academic Standards.
- w Develop and implement plans to improve instruction and learning by attending district, state and national conferences.
- w Develop and implement staff goal setting, evaluation and reporting procedures. Train staff to record district required assessments electronically.
- w Support teacher goals that enhance student achievement. Assist staff with training opportunities and provide resources for materials needed.

Instructional Programs

- w On-site Special Education
- w Gifted
- w ESL
- w Literacy Program
- w Accelerated Reader Program
- w Accelerated Math Program
- w All-day Kindergarten Program
- w Title I Reading Program

Enrollment

October 1, 2000 School Year Student Enrollment:	426
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	30

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 4 Teacher(s)
 6 Parent(s)
 0 Community Member(s)
 2 Student(s)

Council Duties

w School Safety Issues
 w Parent/Educator Relations
 w Communication Enhancement
 w School Newsletter/Store
 w AIMS/Standards/Assessments
 w Performance Incentive Survey

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	0.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	4	1	0	0
10 or more years	11	6	0	0

▽ Shared Responsibilities ▽

School

Big Park Community School believes that all students can succeed in learning school curriculum; success breeds success; and schools control the conditions that produce successful learning. Our Student Handbook is provided for all families and goes into detail about our school.

Parents

We expect parents to support our life skills curriculum. Students should be on time to school, dressed appropriately and nourished. We have high expectations of both parents and students.

▽ Transportation Policy ▽

The school district contracts with Laidlaw Transit Company.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/15/01
Average Daily Instruction Time:	6 hrs. 30 min.	Last Day of School:	5/24/02

Operates on Traditional Schedule

Report Card Release Dates

11/9/01	2/22/02	5/24/02
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Additional Calendar/Report Card Information

Staff report to parents on a regular basis (weekly, bimonthly or monthly). A combination of student portfolios, teacher-created forms and standard report cards is used.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W LC575 Macintosh Computer Lab	W Media Center
W Gymnasium (Separate from Cafeteria)	W Art/Music Room

Extracurricular Activities

W Builder's Club	W Student Council
W Steel Drum Band	W Jump Rope Club
W Afterschool Sports (Grades 5-8)	W Yearbook--Publications, Drama
W National Junior Honor Society	W Strings/Instrumental/Choral

School/Community Resources

W Counseling Services	W Day Care
W Afterschool Program	W Lunch Program
W Crisis Intervention	W DES Services
W Health Services	W Resource Officer

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Teams of teachers have visited our junior high program because of our innovative curriculum and schedule.</p> | <p>w Middle school teachers have presented at state conferences.</p> |
| <p>w Staff development has been enhanced by the NAU-Sedona internship program.</p> | <p>w Teachers provide an in-service for parents to help enable their children to do well and enhance the chances for them to succeed in school.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.9 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	8.1 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	1.2 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	98.6 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	1.4 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Yavapai County Spelling Bee Runner-up	1995
Runner-up, County 1st Year TOY	1995
Teacher of the Year--1st Year Runner-up	1998
Arizona Distinguished Adm. Award	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	46	521	8%	13%	54%	23%
	State	60969	521	11%	18%	44%	27%
Writing	School	44	543	9%	6%	75%	9%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	45	508	8%	24%	44%	22%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	53	519	9%	13%	50%	26%
	State	63518	503	22%	24%	41%	14%
Writing	School	53	523	13%	20%	45%	20%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	53	488	3%	62%	13%	20%
	State	63873	487	17%	43%	12%	29%

Grade 8

Reading	School	49	516	6%	20%	57%	16%
	State	56652	505	23%	20%	40%	17%
Writing	School	48	504	12%	29%	58%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	48	481	18%	50%	20%	10%
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	74	80	60
2	Reading	--	--	--	--	--	--	100	57	50	97	46	52	100	73	53
	Language	--	--	--	--	--	--	100	48	40	100	34	43	100	46	44
	Mathematics	--	--	--	--	--	--	100	42	51	100	40	55	100	60	57
3	Reading	93	52	44	100	64	47	100	74	47	100	58	48	87	52	50
	Language	93	52	45	100	55	49	100	74	51	100	58	54	85	45	56
	Mathematics	93	37	41	100	53	46	100	67	49	100	53	52	85	48	54
4	Reading	93	69	52	90	68	53	100	72	54	99	74	54	97	80	55
	Language	98	55	45	93	52	47	100	64	49	100	61	48	97	71	50
	Mathematics	98	63	48	93	58	51	100	60	54	100	67	55	97	74	57
5	Reading	88	65	50	88	69	51	98	61	51	100	71	51	92	71	51
	Language	94	49	40	86	59	42	100	53	44	100	57	45	94	58	45
	Mathematics	94	51	47	86	69	51	98	59	54	98	66	55	94	65	57
6	Reading	86	71	52	100	64	53	100	69	54	95	75	53	100	72	54
	Language	93	50	40	100	57	41	100	55	44	96	57	44	100	57	45
	Mathematics	93	54	54	100	60	57	100	73	59	96	77	60	100	73	63
7	Reading	90	71	52	92	57	52	100	67	53	92	64	52	89	70	53
	Language	93	67	49	92	63	52	100	77	54	92	64	54	89	72	55
	Mathematics	90	62	50	92	55	53	100	70	55	92	74	56	89	78	58
8	Reading	94	75	54	97	71	54	100	65	54	98	69	53	100	64	55
	Language	96	60	45	97	65	46	100	56	49	98	61	49	100	59	50
	Mathematics	96	66	50	95	74	52	100	70	54	98	75	56	100	75	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	72	76
Grades 3-4	93	93
Grades 4-5	66	74
Grades 5-6	78	94
Grades 6-7	61	73
Grades 7-8	67	85

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Big Park Community School is considered a safe school. One of the reasons is due to manageable numbers. Our teacher/student ratio is very desirable. We make a genuine effort to connect all students to a program or an adult on our campus. The climate is positive and productive. All students are greeted daily with a personal handshake and a smile from their individual teachers. We do this schoolwide at every grade level. We have a full-time counselor.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,246	\$896,149
Classroom Supplies	\$36	\$14,348
Administration	\$516	\$205,867
Support Services-Students	\$407	\$162,338
Other Support Services and Operations	\$1,371	\$547,048
Total Expenditures- All Categories 1999-2000	\$4,577	\$1,825,750

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$65,945.93 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Stacie Rivera	(928) 204-6504	
Transportation Policy	Steve Novak	(928) 282-0528	
Community Resources	Stacie Rivera	(928) 204-6504	
School Nutrition Programs	Brett Greenwood	(928) 204-6760	
Parent Organization	Mary Gorman	(928) 204-6500	
Student Health/Nurse	Goldie Wolin	(928) 204-6519	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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